

THE EFFECTIVENESS OF ERROR MONITORING STRATEGY TO OVERCOME ERRORS IN A RECOUNT TEXT WRITTEN BY TENTH GRADERS

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Abstract

Based on 2013 curriculum, the tenth graders are expected to write a recount text. In writing a recount text the students should be aware of using correct grammatical patterns so as to avoid errors. Sometimes students make some errors because they do not understand well about grammar. Based on that case, Error Monitoring Strategy are needed to help the students in reducing error in writing recount text. This research had three purposes; the first, to find out the kind of errors which are monitored by using error monitoring strategy. The second, to find out the significant difference in number of errors in recount text written by tenth graders before and after using monitoring strategy. The third, to find out the factors which contributing to the reduction of error after using error monitoring strategy. This study used experimental research one group pre test post test design. Data analysis technique used paired t-test on SPSS. The result for the first purpose was the students made 4 types of errors such as omission, addition, misformation and misordering. The result of the second purpose is Sig. = .000 with $t = 9.216$. The mean in pre-test was 18.55 (SD=10.058) and the mean in post-test was 5.61 (SD=4.835). The mean between pre-test and post-test was 12.947. The result of the third purpose was the strategy itself, listening to music, watching movie with English subtitle, and playing game online as the factor in reducing error.

Key words : *Writing Skill, Recount Text, Error Monitoring Strategy*

Abstrak

Berdasarkan kurikulum 2013, siswa kelas sepuluh diharapkan untuk menulis teks recount. Saat menulis teks recount siswa harus mengetahui pola tata bahasa untuk menghindari kesalahan menulis. Siswa tidak dapat belajar bahasa tanpa melakukan kesalahan. Terkadang siswa membuat kesalahan karena mereka tidak mengetahui tata bahasa dengan baik. Siswa butuh strategi untuk membantu mereka dalam mengurangi kesalahan dalam tulisan mereka.. Maka dari itu, error monitoring strategy dibutuhkan untuk membantu siswa dalam mengurangi kesalahan dalam menulis teks recount. Penelitian ini mempunyai tiga tujuan, tujuan pertama untuk mengetahui kesalahan apa saja yang dipantau dengan menggunakan error monitoring strategy. Hasilnya adalah siswa membuat 4 macam kesalahan seperti omission, addition, misformation dan misordering. Tujuan kedua adalah untuk mengetahui perbedaan jumlah kesalahan yang signifikan pada sebelum dan sesudah pelaksanaan strategi. Tujuan ketiga adalah untuk mengetahui faktor-faktor apa saja yang dapat mengurangi kesalahan setelah menggunakan error monitoring strategy. Penelitian ini menggunakan eksperimental satu grup pre-test dan post-test design. . Data analisis menggunakan paired sample t-test. Hasil dari tujuan pertama adalah siswa membuat 4 macam error seperti omission, addition, misformation and misordering. Hasil tujuan kedua adalah Nilai rata-rata kesalahan pada pre-test adalah 18.55 (SD=10.058) dan nilai rata-rata kesalahan pada post-test adalah 5.61 (SD=4.835). Nilai rerata jumlah kesalahan antara pre-test dan post-test adalah 12.947. Hasil tujuan ketiga adalah strategi itu sendiri, mendengarkan musik, melihat film dengan teks bahasa Inggris, dan bermain permainan online adalah faktor yang dapat mengurangi error.

Kata Kunci : kemampuan menulis, teks recount, error monitoring strategy

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INTRODUCTION

The aim of English teaching-learning in Indonesian senior high school is to make students able in using English as a tool of both oral and written communication. Writing is the most difficult skill to be learned in language since it is not a spontaneous skill. Nunan (1999:273) states that Writing is a complex cognitive process that requires intellectual effort over period of time. Thus, students need an extra work to master the writing skill. Most of studies indicate that the beginners of English Foreign Language (EFL) students tend to be interference from their first language in the process of English writing (Winterowd, 1988). Writing in a foreign language gives a hard challenge to all the students. Nunan (1999) also states that in many cases, most of the students are still translating word, phrases, and sentences from Indonesian to English and the result is not suitable with the real meaning of the target language.

The result of preliminary study shows that students in Indonesian classroom have low ability in writing skill. Based on the latest curriculum, 2013 curriculum, the tenth graders are expected to compose functional text in the form of recount text. In recount text, the students have to retell the sequence of event that they have got in their past (Nafisah and Kurniawan, 2007). In writing recount text the students should be aware in using the right grammatical pattern to avoid error. Therefore, the researcher wants to get deeper understanding about student's writing recount text by paying attention to the error that students made in their writing.

Making error is a part of learning, learners tend to make ungrammatical form because a lack of knowledge (Ellis & Barkuizen, 2005). Sometime students make some errors because they do not understand well about grammar. Foreign language learners usually make some errors in the form of structure or grammar. Grammar is basic knowledge that should be mastered by students in learning language. It tells how the words and phrases should be put together to convey a certain of meaning. Richards et al (2003) state that grammar is a description of language structure and way of words and phrases which are combined to produce sentences in the language. The learners

should be able to produce right grammatical sentences not only to be understood by the reader but also to build good communication. Therefore it is important for the teacher analyzing the student's grammatical error. By analyzing the student's grammatical error, the teacher knows the difficulties of the students that they face in producing a sentence and find the right method to improve her/his teaching and learning process.

Errors, which are made by learners, probably caused by inappropriate teaching, if the teaching method improves to perfection, errors, would be avoided and the learners would be unable to learn more accurate from target language (Richards et al, 2003). Learners are always committing error in their writing, but until now there are not many strategies to overcome error. The students need a strategy to help them to reduce the error in their writing. Here, the researcher tries to offer a strategy to overcome error that is called Error Monitoring strategy.

Error monitoring strategy is a technique used to help the students to improve their proofreading skills and their basic writing skill. Students can detect and correct errors in their writing and they can produce good written product. Students are taught to find errors in paragraph organization, sentence structure, and overall editing. Students correct their errors and rewrite the passage before submitting it to the teacher.

Error monitoring strategy is a technique to develop proof reading skills and improve student's writing. According to Schumaker (1981) the implementation of error monitoring strategy has some steps. The first, write a draft of every other line. Second, write COPS on the top of paper. Third, read all of the composition for every type of error which is trying to discover. The fourth step is optional you can ask your friend to double check your paper. Fifth, search spelling words. Sixth, recopy composition in the right order and seventh is reread and proofread.

Toofan (2014) implemented a study to know the effect of error monitoring strategy in writing based on the subjects' gender; he divided the strategy into two, self-monitoring and peer-monitoring. The subject of the study was 173 students at the intermediate level of Rashed

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Institute English Language Development with the age range of 15 to 27 as his participants. All the participants should have written three paragraphs (introduction-body-conclusion). The result shows that self monitoring is more successful than peer monitoring, this is due to the fact that peer monitoring strategy cannot be optimal when implemented in short period of time.

In Toofan research, he did not investigate specifically in the errors. Therefore, this research focuses on the kinds of grammatical error which are monitored by using monitoring error strategy, whether there is any significant difference in reduction error of recount text between the tenth graders before and after using peer monitoring error strategy also to find out the factors contribute the reduction of error after using monitoring error strategy.

Based on the background of the study above, question of the study is formulated below:

1. What kind of errors which are monitored by the students using error monitoring strategy?
2. Is there any significant difference in the number of errors in recount text written by tenth graders before and after using error monitoring strategy?
3. What factors contribute the reduction of error after using error monitoring strategy?

RESEARCH METHODS

This study is an experimental research one group pretest-posttest design. The researcher aims to find out the effectiveness of error monitoring strategy to improve student's comprehension in tenth graders before and after using monitoring error strategy. This class is given a pre test and post test. The purpose of the pre test is to measure the basic ability of the students to comprehend the text and for the post text is to find out the improvement of the students after giving the treatment. Before conducting pre test and post test the researcher administer in another class in order to know the validity and the reliability of test.

This research is aimed to find out the effect of error monitoring strategy to improve student's comprehension. The population was tenth graders of SMAN 11 Surabaya. The sample selected randomly from the population. The researcher selected X IPA 1 as the experimental

class. The researcher selected one class randomly as the try out object. The researcher decided X IPA 5 as the try out subject.

The researcher makes instrument to collect the data. The researcher used pre-test, writing test and interview. The data were used to answer the question related to the effectiveness of error monitoring strategy to overcome errors in a recount text written by tenth graders.

Pre-test used by the researcher to know the initial capability of the students. The test that used by the researcher was writing test. This test was implemented at the first meeting at 25th February 2015. The students wrote recount text with their prior knowledge. There was one student who absent when the researcher conducted pre-test. Based on the second research question, this test was identifying student's error in recount text.

In the first treatment, the researcher had scanned the students writing from try-out class to be monitored by the students in pre-test and post-test class. The researcher shows the students' work through PPT on the projector screen then the students monitored the error which made by the students in try out class. The students observed the writing line by line. The researcher pointed to the student for each line to find the error.

The second treatment of the implementation was remaining the same just like in first treatment, but in this meeting was the students' work in the pre-test class. It means that the students' monitored the error of their classmate. When the researcher showed the students work, all the students were laughing. The researcher had to make the students quiet. Then the students monitored the error. There were six students who raised their hand; they wanted to state their error finding. The finding of three to six students was still incorrect.

The third implementation, the researcher gave a chance to the students to ask anything related to the writing recount text. After that the researcher asked the student to make a recount text. The topic was free.

Interview done in the last meeting at 20th May 2015. The researcher interviewed five students who had few errors in their writing in post test. The researcher asked the students some questions to get students' responses toward the

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implementation of monitoring strategy to overcome writing recount regarded to know the factors contribute the reduction of error

Data analysis is needed to analyze the data related to the research questions. The researcher used paired t-test on SPSS to compare the mean score of group in pre-test and post-test to know whether there is a significant difference of not between the tenth graders students before and after using monitoring error strategy.

RESULTS AND DISCUSSIONS OF THE STUDY

Errors which are monitored by using monitoring error strategy

This study was conducted to find out the kind of errors which are monitored by the students using error monitoring strategy. The researcher administered the pre-test on March, 11th 2015 at X IPA 1 SMAN 11 Surabaya. The students were given the time for 90 minutes. The material for the pre-test was unforgettable experience. The result of the pre-test was the students made 4 type of errors such as omission, addition, misformation, and misordering.

There were four type of errors which made by the students. The most error which made by the students is misformation. The percentage of this error is 77.30%. All the students made this error. The second top error made by the students is omission. The percentage error is 17.44%. There are 32 students made this kind of error. The students do not add the article and to be. The third top error made by the students is addition. The percentage error is 3.12%. Seven students cannot avoid this error. The fourth error made by the students is misordering. The percentage error is 2.12%. Twelve students made this error. This supported by Dulay (1982) Learners make errors are the result of temporary principles in producing a new language.

Based on the result, it can be concluded that kinds of errors made by the students, such as omission, addition, misformation and misordering. This supported by Dulay (1982) Learners make errors are the result of temporary principles in producing a new language

The significant difference in number of errors in recount text written by tenth graders before and after using monitoring error strategy

This study was conducted to investigate the significant different between the students' score before they were taught using the error analysis strategy and after they were taught by using this strategy. The researcher conducted this study in one class only. There are 40 students in this class of science 1, but the researcher only employed 38 students as the research subject, because in pre-test there was one student was absent and in post-test there was one students was absent.

In this study, error monitoring strategy was taught to the students in order to know whether this strategy is effective or not. Before the researcher did the treatment, the researcher implemented pre-test to know the writing ability of the students. After that, the researcher computed the number of error in pre-test and post-test. There were some steps in analyzing the data; first, the researcher computed the number of errors in pre-test and post-test and calculated the mean of number of errors in pre-test and post-test.

The number of error in pre-test ($M=18.55$) – the number of error in post-test ($M=5.61$) $t=9.218$. This means that there is significant difference decrease in the number of error from 18.55 to 5.61

Based on the explanation above, the mean of error between pre-test and post-test was 12.947. It means that the number of error is significantly decreased. It can be concluded that the use of error monitoring strategy gave a significant effect on the students' writing in recount text of the tenth graders. It was proven by students' significant result after they got treatment. It supported by Deshler (1985) that said error monitoring strategy is a part of language errors analysis that learners make in producing a new language.

To implement the strategy, the researcher required proofreading written work in content and mechanical errors and eliminating errors before the student's work are submitted. This strategy also involves the development of personal strategies to prevent upcoming error.

After comparing the number of error in pre-test (before treatment) and post-test (after

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treatment), it can be answered that the number of error in writing after implementing the error monitoring strategy has a significant difference than the number of error in writing before implementing the strategy. Thus, the use of error monitoring strategy is effective to be applied for the tenth graders in writing recount text.

Factors contributing to the reduction of error after using monitoring error strategy

From the interview, the researcher found the factors that contribute to the reduction of error in the students' writing during the post-test. These are some factors that may contribute to the reduction of error based on the result of the interviews with 5 students.

Based on the analysis result of the post-test, the first factor that contributes the students' writing is the strategy itself, listening to English song, watching movie with English subtitle, playing online games. Five students said that the strategy helped them in writing. Before the treatment, the students did not aware to their writing; they did not know that they made many errors in their writing. But, when the strategy was implemented the students knew how to write good recount text. Most of the students did not know when they had to use present perfect tense and simple past tense.

The factors which contribute to students' writing, based on the finding are chance of listen to music. The students stated that listening to English song helped them to acquire new vocabularies and help them to pronounce the words correctly. If the students already know the vocabularies, they will be able to write easily.

Student 25 confirms that

Because of this strategy I can understand when I have to use V1 or V2 in my writing. I like listening to music. It can help me to increase my vocabulary and my pronunciation. After you teach me the strategy I love English more than before.

(Students 25, Interview, English Translation)

From the interview with student 25 above, we can conclude that listening to English song as can reduce the error of her writing. She can enrich her

vocabulary by listening to English song. A lot of vocabularies can help her easy to write.

Based on the explanation above, it can be concluded that there are some factors which contribute to the reduction of errors. Those are monitoring error strategy, listen to music, watch movie with subtitle and play online game.

Listening to English music, watching movie with English subtitle and playing online games contribute to the reduction of errors. Listening to the music can help the learners to learn more effectively which supported by Brown (1976) music can stimuli students who want to express themselves by writing. Watching movie with English subtitle also reduce the students' error in writing. Grambrell & Jewits (1993) state that when reading a text, movie features can support learners relate to new information they have not in background and adapt their thoughts, images, and feelings to the text. The last factor which reduce the errors are by playing online games. Game can improve learners' critical thinking, problem solving and leadership skills (Bradswell, 2006).

Moreover the strategy makes the class more interesting. When the teacher gives the correct and positive feedback to the students they will enrich themselves with positive input and later be acquired. After the implementation, the strategy have benefited the students more focus on areas that seemed most troublesome, understand grammar and make improvement in their writing.

CONCLUSION

Based on the result and discussion previous chapter, several conclusions can be drawn. First, there are four kinds of errors which are monitored by the students namely: omission, addition, misformation and misordering. Then the researcher used those kinds of errors as a guide to implement the strategy that will use by the researcher in the next meeting. Second, after analyzing the results of the research that was received, it can be concluded that the students' writing ability of tenth graders of SMAN 11 Surabaya before and after the treatment has significant decrease in the number of error. Third, based on the result of the interviews, beside the strategy, listen to English music, watch movie with

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English subtitle, and play online game also had influence in reducing errors in students' writing. Using error monitoring strategy is effective to reduce the errors in writing a recount text. If this strategy is effective to reduce the error in students writing, this strategy can also make the students recognize the technical problem in their writing. This study did not concentrate in recognizing technical problem in writing but only concentrate on grammatical errors.

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